

Lovell Elementary Guidance Newsletter

Dear Parents,

I hope your summer went great! We look forward reuniting with your children and listening to their summertime fun. We want to thank you for your continued support as we embark upon another great school year and the opportunity to work together to provide your children with a safe learning environment.

The importance of social and emotional learning (SEL) has diversified over the past several years. For those that are unfamiliar with SEL it's the process by which children acquire and effectively apply those skills to understand their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We will utilize the **Second Step**



Program k-5 during classroom guidance time to help students enhance their SEL skills. The overall goal is to help students build skills for learning, have empathy, manage emotions, and

problems solve. As children practice these skills it will help them become more connected to school and their peers, thus creating a positive and safe learning environment.

To coordinate communication with classroom guidance activities, the second step program has created a home link assignment for students to do at home. These home links will be given to students after most lessons, but not all lessons. Parents may also visit the website at www.secondstep.org and use an activation key to watch videos along with listening to songs that are used with the program. The following access keys are by grade level:

Log into www.secondstep.org

K-SSPK FAMI LY70

1st-SSP1 FAMI LY71

2nd-SSP2 FAMI LY72

3rd-SSP3 FAMI LY73

4th-SSP4 FAMI LY74

5th-SSP5 FAMI LY75

If you have any questions about the second step program please call. The program works toward providing students with skills academically, emotionally, socially, and behaviorally.

Positive Behavioral Interventions and Supports have helped Lovell Elementary School create a safe and secure learning environment. It is based on our four expectations or mission statement, "I am Responsible, Respectful, Ready to Learn, and Therefore I am Safe". These expectations are part of our PBIS bully Prevention Program that teaches students the expectations in multiple environments throughout the school. As part of our PBIS bully prevention it is important that students understand what bullying is:



- **Physical Aggression:** Hitting, kicking, tripping, pushing, spitting, destroying property, threatening with a weapon, intruding personal space that makes you feel uncomfortable
- **Social Aggression:** Spreading rumors, gossip, excluding from group, silent treatment
- **Verbal Aggression:** Name calling, mocking, teasing, threatening and intimidating phone calls
- **Intimidation:** Graffiti, a dirty trick, taking possession, coercion
- **Cyberbullying:** Repeatedly sending offensive, rude, or insulting emails and text messages. Posting cruel gossip or rumors about a person to damage his or her reputation or friendships. Sharing someone's secrets online.

As part of the PBIS bully prevention when students experience a problem behavior they

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are trained to use the following assertiveness/social skills to let the person know to stop. 1. Use a visual **stop** signal by holding the hand up. 2. Tell the person to **stop**. 3. If the person doesn't stop **walk** away. 4. Tell an adult through **talking**. Students will practice **Stop, Walk, & Talk**. Students will practice how to respond when they are told to **stop** by practicing the following steps; 1. Stop what you are doing 2. Take a deep breath and count to 3 3. Walk away and go on with your day. It is important as adults we respond accordingly when students report, 1. Adults will thank you for coming to them. 2. They will ask you what the problem is. 3. They will ask if you said "stop". 4. They will ask if you "walked away" calmly. 5. They will practice Stop/Walk/ Talk if necessary with the students. 6. They will give the necessary help to successfully solve problem.

Students may also report bullying to paras, teachers, the school counselor and to the principal. Safe to tell is another avenue that can be used, please view at <http://safe2tellwy.org/>.

We will also review Kelso's Choices that work well with problem solving and social situations. Kelso's conflict management program helps students recognize a small problem vs a big problem and how to respond accordingly. Please ask your children if they remember these nine solutions; talk it out, share & take turns, ignore it, walk away, tell them to stop, apologize, make a deal, wait and cool off and go to another game. We also teach them how to respond when a small problem has led to a big problem and how to seek help. <http://www.kelsoschoice.com>



As part of career exploration, Lovell Elementary will use Paws in Jobland. This program introduces you to a puppy named

Paws, who guides students and parents through the world to work career clusters. This is a great interactive program that allows elementary students to explore a variety of jobs. Please use the following steps to use the program:



1. Go to www.bridges.com
2. In the Student Sign In, click on the Site ID tab
3. Enter your Site ID (1227031) and password (puppy)
4. Click the Login arrow
5. Students Click on Paws in Jobland to get started.

For some of the upper grades we also explore <https://www.mynextmove.org/> which is a free website. Check it out!

Each school year brings some anxiety and stress at times with parents and students. Here are a few tips when dealing with separation anxiety with your child:

- Remain calm, matter of fact and firm during routine separations.
- Don't hover, question or reassure excessively.
- Limit reassurance to one or two times.
- Limit check-in visits or phone calls when your child is in school.
- Limit the child's ability to leave school and return home.
- Seek opportunities to separate from the child for increasing lengths of time.
- Teach calming self-talk when upset.
- Create opportunities for repetition and practice.
- Set a positive example; role model the behavior the child is expected to learn.
- Praise any effort in the direction of separation.

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- Be consistent in the child management approach at home and at school.
- Use tangible rewards for any effort in the right direction.

If you have parenting questions, we have **Love and Logic** resources for check out.

<http://www.loveandlogic.com>

Most of this information can be found at the LES website under academics by clicking on Guidance & Counseling.

We look forward to another great year and the opportunity to work with wonderful students. If you have any questions or concerns please call or set up an appointment any time.

Thanks for all you do in raising great kids! Look forward to seeing all of you!

Sincerely,
Mr. May

